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ABSTRACT

This first in a series of six learning modules on instructional planning is designed to assist secondary and postsecondary vocational teachers in becoming familiar with the variety of techniques that can be used to determine their students' needs and interests (particularly vocational), and to give practice in using these skills to obtain information which can help select the most effective learning experiences for students. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to analyze, model analyses, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional planning are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (TA)

ED149059

MODULE

B-1

Determine Needs and Interests of Students

MODULE B-1 OF CATEGORY B—INSTRUCTIONAL PLANNING
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 014 295

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Although instructional units for the term are usually planned by teachers **before** meeting students for the first session, information on those students' needs and interests must be taken into account so that instruction may be adapted to their personal needs. These two concepts are not contradictory.

Obviously, the content of a vocational course is largely determined by the knowledge, skills, and attitudes needed for entry-level competence in the occupation. But, adjustments in sequencing, in teaching techniques, in learning experiences, etc., can and should be made once you have determined the needs and interests of the class, both individually and collectively.

Background information on students' needs and interests can help you, as a vocational teacher, to reach each student at his/her level and stimulate him/her to develop to the fullest potential. Students who have difficulty with reading cannot be expected to study a detailed specifications sheet and make a drawing until their reading skills improve, even though they may have the potential to be fine draftsmen. A class which seems apathetic about a particular content area might become more motivated if given the opportunity to select projects designed around their interests.

Determining your students' needs and interests, then, is an essential step in your instructional planning; and, because needs and interests change, it is a continuous process. There are several techniques you can use to obtain this information: reviewing available information in students' cumulative records, obtaining information from students through questionnaires and checklists, discussing students' needs and interests with students and their parents, and conferring with other staff members.

This module is designed to familiarize you with the variety of techniques you can use to determine your students' needs and interests, and to give you practice in using them. Whenever you teach, you will need to use these skills to obtain information which can help you select the learning experiences for your students which will be most effective.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual school situation, determine the needs and interests of students. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, p. 59 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale and procedures for determining the needs and interests of students (*Learning Experience I*).
2. After completing the required reading, analyze the cumulative records of some hypothetical students to determine the needs and interests of those students (*Learning Experience II*).
3. After examining the data in the cumulative folder of a hypothetical student, plan for obtaining additional information on the student's needs and interests (*Learning Experience III*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Tyler, Ralph W. *Basic Principles of Curriculum and Instruction.* Chicago, IL: University of Chicago Press, 1969.

Reference: Silvius, G. Harold and Estell H. Curry. *Teaching Successfully in Industrial Education.* Bloomington, IL: McKnight and McKnight Publishing Company, 1967.

A teacher experienced in determining students' needs and interests with whom you can consult.

Learning Experience II

Optional

1-5 peers with whom you can discuss your analysis of cumulative records.

Learning Experience III

Optional

A student or peer whom you can interview concerning his/her interests.

Learning Experience IV

Required

An actual school situation in which you can determine needs and interests of students.

A resource person to assess your competency in determining needs and interests of students.

This module covers performance element number 55 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

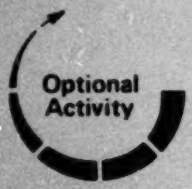
For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the rationale and procedures for determining the needs and interests of students.

You will be reading the information sheet, Determining the Needs and Interests of Students, pp. 6–12.



You may wish to read the supplementary references, Tyler, *Basic Principles of Curriculum and Instruction*, pp. 5–16; and/or Silvius and Curry, *Teaching Successfully in Industrial Education*, pp. 13–30.

You may wish to meet with an experienced teacher to discuss the reasons for, and methods of, determining students' needs and interests.

You will be demonstrating knowledge of the rationale and procedures for determining the needs and interests of students by completing the Self-Check, pp. 13–14.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 15.

Activity

For information on the reasons for obtaining data on students' needs and interests, the kinds of data to be collected, and the techniques and sources for gathering the information, read the following information sheet:

DETERMINING THE NEEDS AND INTERESTS OF STUDENTS

As stated in the introduction to this module, occupational entry-level knowledge, skills, and attitudes provide the basic content and framework for a vocational course. However, because no two students and no two classes are exactly alike, your instructional planning must take into account the needs and interests of your students if your teaching is to be effective.

Student needs can be classified as physical, social, emotional, and educational; interests can be classified as personal, school, and occupational. There are any number of occasions during your instructional planning when having information on these needs and interests can help you make more effective instructional decisions.

Suppose, for example, that the students in your class are older and socially and emotionally quite mature (as might be the case in a post-secondary institution). In planning learning activities and instructional methods for these students, you might well decide that they do not need the same degree of structure or supervision a less mature group might require. Thus, you would probably plan activities that gave this class more responsibility for their own learning and a wider range of instructional options. In using the project method, for example, you might suggest that students design and carry out their own projects, or choose from a number of possible projects, instead of planning and structuring the activity for them.

The needs and interests of your students should also be considered when selecting and/or preparing instructional materials. Suppose you had four good textbooks to choose from. If many of your students had reading difficulties, and one of the texts had a lower level of reading difficulty than the others, you would probably decide to use it with this class. Or, if all the texts were too difficult for this class, you might consider developing materials especially designed for your students' level of ability. In addition, you might assume that students with reading and/or study difficulties would learn more effectively if involved in concrete, hands-on learning experiences supplemented by a variety of audiovisual materials.

Your decision as to how much material to cover in a lesson or unit (and at what pace), and whether to review background information or basic skills, would depend in part on your students' previous coursework and experience, their learning style(s), and their academic strengths and weaknesses.

At all times in your instructional planning, you will want to consider what will motivate your students to get involved in their classroom and laboratory work. Knowing your students' backgrounds and interests can help you whether you are making group assignments based on mutual interests, developing individual and group projects, dreaming up concrete examples and stories to make a point during a lecture, etc.

It should be obvious from the preceding discussion that needs and interests often overlap or are hard to separate. A student who needs to be with other people, who dislikes being alone, will probably have developed many interests in group activities, and will enjoy working with other people. A student with well-defined occupational interests will need classroom and laboratory experiences designed to develop his/her skills and knowledge in that area.

The rest of this information sheet deals primarily with explaining what data on student needs and interests you should be collecting prior to and during instruction, and the means by which it can

be collected and interpreted. As you read, however, you should be thinking of the uses to which you could put this information in your own instructional planning: in writing student performance objectives, planning units and lessons, and selecting or preparing instructional materials. In doing this, you should consider the level at which you are teaching or expect to teach, as well as your occupational specialty or service area.

Data on Student Needs

As indicated earlier, student needs can be classified as physical, social, emotional, and educational. **Physical needs** have to do with the health of the students. Here are some questions that you may want to consider as you seek data related to physical needs. Is the student getting an adequate amount of undisturbed rest? Does she/he have an adequate diet for growth purposes, physical activities, and body structure? Has the student had professional dental examinations, eye examinations, general physical health examinations? Does he/she have adequate and safe housing? Does the student know about, and understand the importance of, safety devices when using equipment, machinery, and supplies in his/her environment?

Basically, **social needs** have to do with interpersonal relationships and group interactions. Here are some questions you may want to consider as you seek data related to social needs. Do family members take an active interest in the achievement of the student? Does the student participate willingly in group activities? Is his/her behavior accepted by peers? Does the student have a group of friends? Does the student participate in extracurricular activities at school and/or in the community? Of course, you must remember that although human beings are social creatures, each one varies in the amount and kind of social contacts needed. Do not generalize that everyone needs to join a certain number of clubs; the student may have social contacts of which you are unaware.

Emotional needs are closely associated with social needs, for emotional needs are satisfied through the socialization process. One should not, however, make sweeping generalizations about how people should interact. There are "loners" who are emotionally mature in that their need for human interpersonal relationships is minimal. There are "socialites" who are overly dependent on human interpersonal relationships. Despite these healthy individual differences, there is information relating to those emotional needs common to most people that you will want to obtain. Can the student take a joke? Does he/she have a sense of humor? . . . a healthy outlook on life? Does he or she have frequent headaches or other health disturbances? Does he or she overreact when disagreed with (e.g., cries, hits things, stomps out of the room)?

Data on **educational needs** is essential if students are to succeed in your classes. Therefore, you will need to accumulate data to answer the following questions. What does each student aspire to be? Does the student enjoy school work? Do the student's parents reinforce his/her educational achievements? What reading level has each student achieved? What mathematical concepts does each student possess? What study skills has each student mastered? If scientific principles or manipulative skills are associated with your occupational specialty, you would need to collect information on each student's level of ability in these areas.

Data on Student Interests

Knowledge of student interests frequently can be put to good use when motivating students to undertake a learning task. The three categories of interests to be explored here are personal interests (e.g., collecting stamps), school interests (e.g., participating in sports), and occupational interests (e.g., holding a part-time job).

Personal interests usually develop as students explore the world around them. The broader the opportunities to explore, the broader their interests are likely to be. As people mature, they usually settle on a few major interests. Usually one can get at these personal interests by asking students about their hobbies. For example: If the student has a few spare moments after school or over the weekend, how does he/she spend them? Does he/she share this hobby(ies) with others? Does he/she ever place this hobby(ies) on exhibit?

School interests involve both the courses a student chooses to take, and the extracurricular activities in which he/she participates. You need to consider the following areas: What courses has the student completed? What courses is he/she presently enrolled in? What electives has he/she chosen to take? School interests also evidence themselves through students' choices of friends, and the clubs and sporting events in which they participate, etc.

Occupational interests involve any work-related preferences. What career has the student chosen, if any? What occupational areas hold the most interest for him/her? What are his/her long-range career goals and aspirations? What work experience has he/she had?

Locating Available Student Needs and Interests Data

Much of the student needs and interests data you will want to obtain are already available at your school. The three main sources of available data are the school's central administrative office, the guidance office, and the vocational department.

In the **central administrative and/or guidance office,** you can usually find some type of cumulative records for each student. These records contain varying amounts and kinds of information about the family background of students (generally, the home address, parents' names, marital status of parents, parents' occupations, and number of children in the family are recorded). From such information, you might gain perspective as to the sizes and kinds of families from which your students come, and you may be able to gain some insights into the common problems and concerns of individual students.

In these records, you will also probably find records of subjects taken; grades received in each subject; cumulative grade-point-averages; atten-

dance records, including reasons for absences; extracurricular activities; awards received; and, in some schools, results of standardized achievement test scores and anecdotal records. In addition, the cumulative records may contain records of students' standardized aptitude test scores, reading test scores, standardized interest inventory test results, personal preference scores, and vocational interest inventory test results. Counselors should be contacted for help in interpreting any of these test scores, if necessary, and for discussion of additional information you need about your students.

As indicated above, most teachers find that they can save themselves much effort if they go to school records as the first source of information. However, no amount of pertinent information serves a practical or reasonable purpose unless it is used intelligently. You must take care to treat the information you collect in the strictest confidence, releasing it only to appropriate personnel according to school policy and right-to-know regulations. In addition, you must **avoid prejudging** a student based on sketchy data or limited sources of information. Determining a student's needs and interests does not mean stereotyping him/her or setting up a "self-fulfilling prophecy" of failure or difficulty (e.g., expecting a student to fail, and creating a climate in which that expectation becomes a reality). It means gathering relevant data about the student from a variety of sources, and then remaining flexible and open enough to allow the student to be an individual who is more than a name on a folder or a score on a test.

Keeping in mind the importance of confidentiality, you may want to transfer the particular information you need from school records to your own class records in a form that will be more directly usable to you. For example, you may want to allow space in an overall class profile for specific family data, or you may wish to set up a card file or folder for each of your students. Using records that are already available is a wise procedure from two standpoints: (1) it helps you in organizing and interpreting generally accepted information for your particular use in program planning, and (2) it avoids duplication of effort on the part of both students and teachers in gathering information. Of course, these records should be kept in files (preferably locked) to which students do not have access.

In the **vocational department,** you may find that folders already exist for some of your students who have had exploratory courses in junior high school and/or in the ninth or tenth grades. Having this information can be valuable as you plan and teach your classes. For example, you may be able to determine what content students already have been taught, the experiences they have had in the laboratory, and how well each student achieved the objectives. You may also find a record of the job experiences each student has had.

Instruments and Other Techniques for Collecting Needs and Interests Data

While much data on students' needs and interests will be readily available, directly or indirectly, in school records, you may find that some information is either missing, or in need of updating, verification, or explanation. In determining students' occupational needs and interests, for example, you will probably have to go beyond examining the available records. By enrolling in your vocational program, a student already has indicated some degree of interest in your special occupational area. Casual conversation about how students spend their spare time will also generally reveal some of their vocational interests. A vocational teacher should remember that awareness must precede interest. Thus, students' initial interest in any occupational area may be very limited due to the minimal knowledge about and/or lack of first-hand experience with the jobs or positions with which your vocational area deals. Care must be taken to help a student explore a wide variety of occupational activities, so as to help the student make an informed occupational choice as he or she progresses through school. It is a teacher's responsibility to help broaden students' occupational interests before they select a career to pursue for job entry.

Other ways of determining occupational interests include use of various vocational interest inventories, visits to the students' homes, discussions with parents, and observation of students during periods when they are free to choose activities which interest them. Laboratory activities, especially when students are given an opportunity to choose projects or work activities of personal interest, often give some indication of a student's occupational interests. A repeated desire by a student, for example, to construct various metal proj-

ects using the electric arc or oxyacetylene welder may suggest a strong interest and possibly a high aptitude as well for mechanical work and construction-type activities.

Standardized Tests

We said earlier that school records in the central office or guidance office may contain standardized test scores (general ability tests, aptitude tests, general interest surveys, vocational interest inventories, etc.) Such tests can give you insight into your students' educational needs and general occupational interests. If these scores are missing, or if you think the information may need updating (e.g., information on your students' reading abilities), you may want to make arrangements through the guidance office to have one or more of these standardized tests administered. Three such recommended tests are the **General Aptitude Test Battery (GATB),** the **Ohio Vocational Interest Survey (OVIS),** and the **Kuder Personal Preference Scale.** The GATB is divided into separate tests that measure general learning ability (B), verbal ability (V), numerical aptitude (N), spatial aptitude (S), form perception (Q), motor coordination (K), finger dexterity (F), and manual dexterity (M). Standardized vocational interest surveys such as the OVIS and Kuder are designed to help students identify and understand their interests and preferences for particular activities. From these preferences, a diagnosis can be made of the occupations which most closely match their interests.[1]

Questionnaires and Checklists

Sometimes the students themselves are the best source of information on their needs and interests. For example, when you want to know how students spend their spare time, or if you want to check **their** perception of their needs and interests against those revealed in standardized tests, it makes sense simply to ask them. There are two ways you can obtain such information: (1) holding informal discussions with students, and (2) administering simple questionnaires and checklists which you locate or develop yourself. In a questionnaire, you could ask students to respond to such questions as—

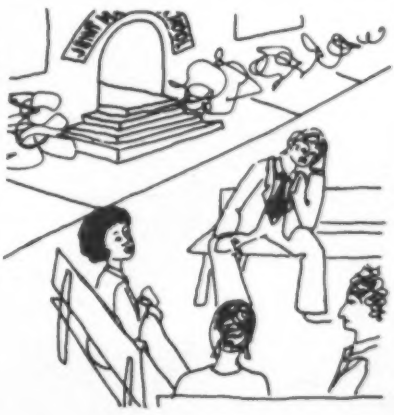
1. What do you see yourself doing five years from now?
2. What magazines do you read regularly?
3. What is the name of the last book you read?
4. What types of books do you most enjoy reading?
5. What was your favorite subject in elementary (junior high, high) school?
6. Why did you enroll in this course?

If, in answer to the first question, a student answers, "driving my Mercedes Benz to my job at the gas station," he/she may need help in planning more realistically (unless other information about the student tells you the Mercedes is a distinct possibility). If most of the class voluntarily reads the same magazine, this could give you some insight into the kinds of things that interest them. If a student's favorite subject is in an area totally unrelated to your program, you would probably want to explore further why the student is in your course, or why he/she did not choose a program related to the favorite course he/she identified.

Samples 1 and 2 are examples of checklists you can locate or develop to determine students' felt needs and interests. Sample 1 asks students to make a choice between two items or activities. Sample 2 was developed to get at needs relating to attitudes and practices important to success in allied health occupations.

Discussions with Students, Parents, and Other Staff Members

Sometimes simply encouraging students to discuss their needs and interests can give you useful information not revealed in school records. This is especially true if some data you have obtained needs further explanation. For example, if the student's cumulative folder lists no extracurricular activities, or you want to find out whether a student has had any leadership responsibilities in the clubs or organizations listed, discussion with the student would be a good way to get further information. To get to know your students better, you could talk about hobbies, what they did over summer, what they like to do in their spare time, what kind of books they enjoy reading. You might later want to record any information on needs and interests in the cumulative folder of the student(s). If possible, you may want to set aside half an hour before and after school so students



1. Further information on the variety of standardized tests available, and the information on students' needs and interests they can give, are available in Module F-1, *Gather Student Data Using Formal Data-Collection Techniques.*

SAMPLE 1

PREFERENCE CHECKLIST

Name _____ **Date** _____

Directions: For each of the items listed below, check (✓) the one that most interests you, or with which you are most comfortable.

1. Mathematics _____
   English _____
2. English _____
   Typing _____
3. Inside work _____
   Outside work _____
4. Handling small tools _____
   Handling large equipment _____
5. Light work _____
   Heavy work _____
6. Being with people _____
   Being alone _____
7. Salesmanship _____
   Purchasing _____
8. Using my hands _____
   Using my head _____

SAMPLE 2

HEALTH, HYGIENE, AND SAFETY CHECKLIST

Name _____ **Date** _____

Directions: Check (✓) each statement that **best** describes your current behavior.

_____ Seat belt is fastened when I drive.
_____ Seat belt is usually fastened when I drive.
_____ Seat belt is never fastened when I drive.

_____ Wipe up anything I spill immediately.
_____ Ignore anything I spill.
_____ Usually wipe up things I spill.

_____ Wash my hands frequently.
_____ Wash my hands about four times a day.
_____ Seldom wash my hands.

_____ Take aspirin when I don't feel well.
_____ Call or see a physician when I don't feel well.
_____ Ignore illnesses.

_____ Visit my dentist at least once a year.
_____ Visit my dentist when I have a toothache.
_____ Never visit the dentist.

_____ Brush my teeth after each meal.
_____ Brush my teeth after eating any food.
_____ Never brush my teeth.

can come to talk with you or work on their projects. This less formal atmosphere is more conducive to getting to know your students' needs and interests.

Especially if you are teaching at the secondary level, some information can best be obtained through interviews with students' parents, peers, or with other staff members such as other teachers, the guidance counselor, or the school nurse. Through such discussions, you might gain insight into how the student gets along with friends or others **outside** the school environment, or the reasons for low grades in certain subjects. The need for an explanation of an item in an anecdotal record, or help as to activities that have motivated a student or class, might also prompt you to hold formal and/or informal discussions with persons other than the students themselves. In talking to a student's peers, you should of course be careful not to ask personal questions, or to set up a situation in which the peer becomes an "informer."

To summarize, you will want to gather information on your students' needs and interests to help you in your instructional planning. Much data is usually available in school records in the central office, guidance office, and vocational department. If necessary, you can arrange to have standardized tests administered, and you can use questionnaires and checklists to obtain additional information. Informal discussions with students, their peers, parents, and other teachers can also provide insights to students' needs and interests.

Optional Activity

For further information on the rationale for collecting data on students' needs and interests, the kinds of data one should collect, and the means by which it can be collected, you may wish to read Tyler, *Basic Principles of Curriculum and Instruction*, pp. 5–16; and/or Sylvius and Curry, *Teaching Successfully in Industrial Education*, pp. 13–30.

Optional Activity

You may wish to arrange through your resource person to meet with an experienced teacher in your occupational specialty to discuss further the rationale and procedures for determining the needs and interests of students. Specifically, you could discuss (1) why it is important to have such data, (2) how this teacher collects the data and organizes it in usable form, and (3) the uses to which he/she puts the data in planning units, lessons, and learning activities, and in selecting teaching techniques.

The following items check your comprehension of the material in the information sheet, Determining the Needs and Interests of Students, pp. 6–12. Each of the four items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Why should teachers be interested in collecting data about students' needs and interests?

2. After examining the students' cumulative folders, you discover that there are no scores recorded for standardized tests nor is there any evidence of previous employment. As a vocational teacher, what steps could you follow to secure this needed information?

3. After you have examined the information in the cumulative folder, what informal methods could you employ to find out additional information about students' needs and interests?

4. Based on your own experience and what you now know about determining students' needs and interests, do you think the procedures you would use, and the information you would seek to collect, would differ if you were teaching at the post-secondary level rather than the secondary level? Explain.

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Collecting data about students' needs and interests is necessary in instructional planning. For example, this information can help teachers plan lesson activities that will motivate students, reach them at their level of ability, or fill in gaps in their educational background, etc. Students have individual needs which must be met in different ways. Without information on what your students need and what interests them, your goal of helping them achieve entry-level competence in their chosen occupations will be difficult, if not impossible.
2. Since there are no standardized test scores available, you could arrange for a meeting with the guidance staff. In your discussion with one of the counselors, you could indicate which tests you would like to administer to the students. If you were not familiar with administering standardized tests, you could ask the counselor about the tests that should be administered, and ask him/her to administer them. You would check to make certain the tests are available and set a convenient time for the testing.

   Information concerning your students' past employment experiences may be available in the vocational department or from the students themselves. This information would be vital in helping you understand the students' attitudes toward work and the type of work with which they have had the most experience.
3. In order to clarify, verify, or update information about students' needs and interests, informal meetings could be held with the students' parents and also with the students. Interviews could be arranged with students' former teachers. Questions may be asked of the students' peers. In using informal techniques, you may ask questions concerning the students' hobbies; how they spend their free time; their relationships with employers, former employers, peers, teachers, and parents; the home environment; and how they earn their spending money. Checklists and questionnaires also could be constructed and administered to the students in situations where more formal data-gathering methods seem necessary. For example, if you were planning a unit on job safety, and you wanted to get an overall picture of class attitudes toward safety, a well-constructed checklist or questionnaire might serve the purpose better than time-consuming and less structured informal discussions.
4. Basically, the procedures used and the types of information collected with post-secondary (older, more mature) students would be similar to those at the secondary level. However, the emphasis you placed on certain procedures and certain kinds of information would probably differ. You would not, for example, expect to interview the parents of an older, married student with a full-time job. You might well, however, want to discuss this student's needs or interests with a career counselor in the school's guidance service. In examining the cumulative records of your students, you would probably not look for anecdotal records, but you would expect to find more information on present and previous work experience, and you might find transcripts from other training institutions. In other words, the procedures you used and the information you collected would reflect the fact that the needs and interests of post-secondary students are often quite different from those of secondary students.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Determining the Needs and Interests of Students, pp. 6–12, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

After completing the required reading, analyze the cumulative records of some hypothetical students to determine the needs and interests of those students.

You will be reading the information sheet, Analyzing Data Related to Students' Needs and Interests, pp. 18–23.

You will be reviewing the cumulative records of some hypothetical students, and analyzing these records to determine the needs and interests of the students involved.

You will be evaluating your competency in analyzing cumulative records to determine students' needs and interests by comparing your completed analysis with the Model Analysis, p. 43.

You may wish to discuss your analysis of the cumulative records with a group of peers.

Activity

For information on some possible techniques for analyzing cumulative data on students' needs and interests (individually and as a group), read the following information sheet:

ANALYZING DATA RELATED TO STUDENTS' NEEDS AND INTERESTS

Human beings like to be regarded as unique individuals who have every possibility of making distinctive contributions. Whenever one is analyzing data about students' needs and interests, regard for personal value and aspirations must be continuously maintained. Human beings do change—they grow and develop. Thus, the true worth of any cumulative data can only be measured when the data have been accumulated **over a period of time.** This principle implies that you will be continuously gathering data and updating your records during the time students are enrolled in your vocational program. The following discussion will give you some suggestions for analyzing this data. You may want to adopt some of the ideas and add some of your own, or you may choose to adopt the system of the school or vocational department where you are employed or where you do your student teaching.

Analyzing Data for Individual Students and Groups

You should continuously collect data on students' needs and interests to assist you in planning and executing effective instruction. Unit and lesson planning will be influenced by the data you collect, and the effectiveness of your teaching can thereby be increased (whether in the classroom, laboratory, shop, or in an on-the-job cooperative education setting). In order to use these data for instructional planning, you will need to know what each **individual** student needs to succeed in your program and what interests each student; you also need to know if there are **common** needs and interests among the class members.

Analysis of Needs Data

You can think of needs in terms of the following categories—physical, social, emotional, and educational. Although you will be primarily interested in listing needs that are important in relation to your occupational specialty, you should not ignore other kinds of needs. For example, if the occupation requires computational skills, and a student is weak in this area, you would of course record this data. But in addition, if the student has some physical handicap unrelated to his/her ability to perform the job, you would record this information, too, to help you meet his/her special needs in the classroom or laboratory.

Once you have the tentative list developed, you could record the data for each student and for the class as a whole on forms you have developed for that purpose. However you record the data, the information should be in usable form, easy to find and refer to.

Samples 3 and 4 suggest some ways to collect and organize information on students' needs; however, you may want to devise your own method of recording the information you collect. Sample 3 is designed for recording data on **individual** student needs. For item #6 under social needs, for example, a teacher might give a "Poor" rating to a student who found it impossible to verbalize ideas with the teacher, and might note examples of this behavior, or possible explanations for it, or steps to be taken to help the student, in the "Comments" column. Sample 4 is designed for recording data on **group** needs. Such a form could be keyed to the items on the individual needs form.

Analysis of Interests Data

Student interests data, individual and group, may be analyzed in a slightly different manner. The use of a profile of interests is a good technique for analyzing this type of data. Sample 5—a line profile of the interests of an individual student—and Sample 6—a bar graph of the interests of the class as a group—show how the results of the Ohio Vocational Interest Survey, "Occupational Plans" section, could be analyzed and illustrated.

In the line profile, only 12 of the 24 scale items are illustrated. As you analyze David Ross' **individual** profile, you can see that his highest interest levels are in mathematics, training (indicating possible interest in vocational education), and machine work.

The bar graph shows how you can develop a profile for analyzing and illustrating **group** data on students' needs and interests. The same items from the Ohio Vocational Interest Survey are used. The first step is to calculate the average percentile for the group on each of the 24 scales (only 12 are shown) by adding the percentiles achieved by each student and dividing by the total number of students.

In analyzing the data, it should be noted that the group appears quite interested in mathematics, in being trained, and in machine work. In addition, there is a considerable lack of interest in some areas. Although lack of interest in some areas is quite normal, it may reflect some educational needs—perhaps the class lacks information about the role of management; perhaps they need to learn to appreciate how manual laborers contribute to societal goals. This kind of analysis of cumulative data on students' needs and interests should help you in your instructional planning. If you were planning a unit on management, for example, you might need to relate the objectives or learning activities to areas that hold high interest for your students, or plan and carry out other motivational activities that might not be necessary if those students had expressed great interest in the subject.

SAMPLE 3

INDIVIDUAL NEEDS FORM

Needs Categories	Rating: Poor (P)	Average (A)	Excellent (E)	Comments
A. Physical				
1. Alert in class	☐	☐	☐	_____
2. Health as shown by appearance of hair, skin, teeth, eyes, posture	☐	☐	☐	_____
3. Mature physical build	☐	☐	☐	_____
4. Coordination ability	☐	☐	☐	_____
(Add items that are important to your occupational specialty).				
B. Social				
4. Participates in group activities in class	☐	☐	☐	_____
5. Prefers to work alone	☐	☐	☐	_____
6. Discusses problems and ideas with instructor	☐	☐	☐	_____
(Add items that are important to your occupational specialty).				
C. Emotional				
7. Has sense of humor	☐	☐	☐	_____
8. Allows others to express their opinions .	☐	☐	☐	_____
9. Can take a joke	☐	☐	☐	_____
10. Controls expression of emotion	☐	☐	☐	_____
(Add items that are important to your occupational specialty).				
D. Educational				
11. Comprehends the written language	☐	☐	☐	_____
12. Can follow directions	☐	☐	☐	_____
13. Able to plan well and execute plans	☐	☐	☐	_____
(Add items that are important to your occupational specialty).				

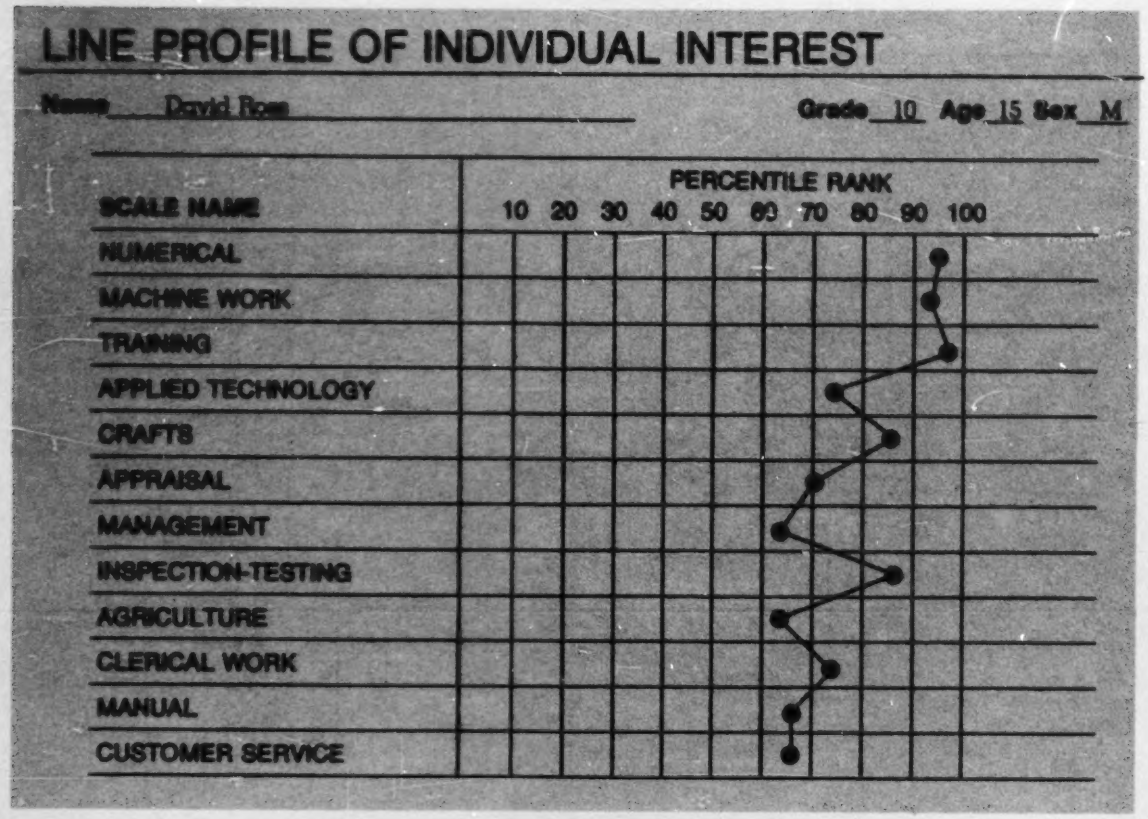
SAMPLE 4

GROUP NEEDS FORM

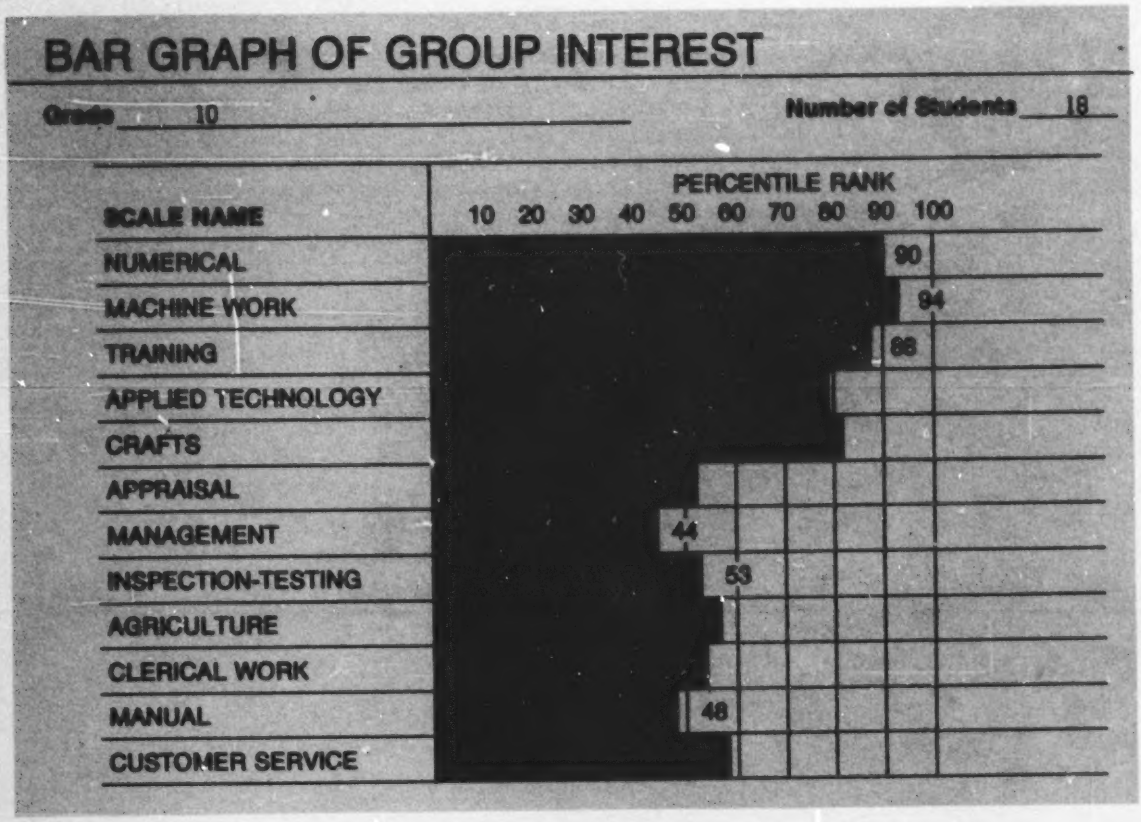
Class _____ Date _____

Student Name	A. Physical Needs			B. Social Needs			C. Emotional Needs				D. Educational Needs		
	Items			Items			Items				Items		
	1	2	3	4	5	6	7	8	9	10	11	12	13
1. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
9. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
15. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
18. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
19. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
21. _____	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

SAMPLE 5


LINE PROFILE OF INDIVIDUAL INTEREST
Name David Ross
Grade 10 Age 15 Sex M
SCALE NAME
PERCENTILE RANK
10 20 30 40 50 60 70 80 90 100
NUMERICAL
MACHINE WORK
TRAINING
APPLIED TECHNOLOGY
CRAFTS
APPRAISAL
MANAGEMENT
INSPECTION-TESTING
AGRICULTURE
CLERICAL WORK
MANUAL
CUSTOMER SERVICE

SAMPLE 6


BAR GRAPH OF GROUP INTEREST
Grade 10
Number of Students 18
SCALE NAME
PERCENTILE RANK
10 20 30 40 50 60 70 80 90 100
NUMERICAL
MACHINE WORK
TRAINING
APPLIED TECHNOLOGY
CRAFTS
APPRAISAL
MANAGEMENT
INSPECTION-TESTING
AGRICULTURE
CLERICAL WORK
MANUAL
CUSTOMER SERVICE
90
94
88
44
53
48

Assume that you will be teaching an advanced course in typewriting to the group of students whose cumulative records follow.[2] Review these records, making mental notes as to items of significance relating to the needs and interests of these students as a group. After you have reviewed the six folders, **analyze in writing** the needs and interests of the class as revealed by the data given. Consider the students' physical, social, emotional, and educational needs, and their personal, school, and occupational interests. The form or system you use for analyzing and recording the relevant information is up to you; the important consideration is that you identify those individual and group needs and interests that would be significant if you were teaching this class.

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2. These cumulative records were adapted from materials contained in a simulation package developed by The Center for Vocational Education, *The Glen Oaks Simulation* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1974).

GLEN OAKS SCHOOL SYSTEM

Cumulative Record

Name BARNS, Sheila Annette

Male ☐ Female ☒

Birthdate May 14

Address 2000 Valley Drive

Birthplace Glen Oaks, Buchannan

Telephone 483-4782

Expected Graduation Date June

Nationality

Mother's Name BARNS, Ann Lea

Father's Name BARNS, Walter J.

Mother's Occupation Licensed Practical Nurse

Father's Occupation Fireman

REMARKS: [Home Condition] Parents are hard working, but are very strict with Sheila. Sheila has an older brother and two younger sisters.

[Health Record]

BARNS, SHEILA ANNETTE

SECONDARY SCHOOL RECORD

Year 7th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Home Economics I	A	Home Economics I	A
Arts-Crafts I	A	Arts-Crafts I	A
Algebra I	B	Algebra I	C
Marching Band	A	Marching Band	A
College English I	B	College English I	B
American Hist. I	B	American Hist. I	B

Year 8th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Home Economics II	A	Home Economics II	A
Arts-Crafts II	A	Arts-Crafts II	A
Geometry I	C	Geometry I	C
Marching Band	A	Marching Band	A
College English II	B	College English II	B
French I	C	French I	C

Year 9th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	1	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Home Management	A	Home Management	A
Service Art	A	Service Art	A
Marching Band	A	Marching Band	A
Biology I	C	Biology I	C
French II	B	French II	B
College English III	B	College English III	B

BARNS

SECONDARY SCHOOL RECORD

Year 10th Grade	1st Semester	2nd Semester	First Semester Subject	First Semester Grade	Second Semester Subject	Second Semester Grade
Absences:	0	0	Textiles I	A	Textiles I	A
Tardies:	1	0	Drawing and Painting	A	Drawing and Painting	A
			French III	C	French III	C
			Marching Band	A	Marching Band	A
			College American Hist.	B	College American Hist.	B
			College English IV	B	College English IV	B

REMARKS: _____

Year 11th Grade	1st Semester	2nd Semester	First Semester Subject	First Semester Grade	Second Semester Subject	Second Semester Grade
Absences:	0	0	Textiles II	A	Textiles II	A
Tardies:	1	0	Creative Foods	A	Creative Foods	A
			French IV	B	French IV	B
			Marching Band	A	Marching Band	A
			Fashion Illustration	A	Fashion Illustration	A
			College English V	B	College English V	B

REMARKS: _____

Year 12th Grade	1st Semester	2nd Semester	First Semester Subject	First Semester Grade	Second Semester Subject	Second Semester Grade
Absences:						
Tardies:						

REMARKS: _____

STANDARDIZED TESTS

BARNS

Date	Grade	Scores									
	7										
	8										
KUDER	% tile 9	OD 40	Mech 78	Comp 70	Sci 28	Persuasive 20	Art 84	Lit 50	Music 88	S.S. 32	Cl 31
GATB	10	G 64	V 45	N 49	S 52	P 21	Q 72	K 81	F 69	M 74	
SAT	% tile 11	Eng 84	NU Comp 80	Math 63	Math Tot 67	Read 60	Sci Tot 64	Sci A 68	S.S. 74	Spell 72	
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks
	17	1972	Debsley Music	Clerical	

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	Private Music and Art Lessons
8	Pep Club, French Club, Art Club
9	Pep Club—Membership Chairman, French Club, Art Club
10	Cheerleader, Pep Club, French Club, Art Club
11	Cheerleader, Pep Club, NHS, French Club, Art Club
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7			
8	Art College	Commercial Art	
9	College B.S.	Commercial Art	
10	College B.S.	Interior Decorating Commercial Art	
11	College B.S.	Interior Decorating	
12			

GLEN OAKS SCHOOL SYSTEM

Cumulative Record

Name ASH, Crystal Sue

Male ☐ Female ☒

Birthdate May 17

Address 2307 Woodley Drive

Birthplace Franklin, Tennessee

Telephone 494-7973

Expected Graduation Date June

Nationality

Mother's Name ASH, Shirley Lee

Father's Name ASH, Brent

Mother's Occupation Baker

Father's Occupation Railroad Engineer

REMARKS: [Home Condition]

[Health Record]

ASH, CRYSTAL SUE

SECONDARY SCHOOL RECORD

Year 7th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
English I	A	English I	A
American Hist. I	A	American Hist. I	A
Consumer Math I	B	Consumer Math	B
Marching Band	A	Marching Band	A
German I	B	German I	C
Physical Sci. I	A	Physical Sci. I	A

Year 8th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
English II	B	English II	B
American Govt.	B	American Govt.	B
German II	B	German II	B
Algebra I	B	Algebra I	B
Biology I	B	Biology I	B
Marching Band	A	Marching Band	A

Year 9th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
English III	B	English III	B
Sociology	B	Sociology	B
German III	B	German III	B
Geometry	B	Geometry	B
Biology II	B	Biology II	B
Marching Band	B	Marching Band	A

ASH

SECONDARY SCHOOL RECORD

Year 10th Grade

	1st Semester	2nd Semester
Absences:	1	2
Tardies:	1	0

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Arts-Crafts	A	Arts-Crafts	A
German IV	C	German IV	D
College American Hist.	B	College American Hist.	B
Algebra II	B	Algebra II	B
College English I	B	College English I	B
Botany	C	Botany	C

Year 11th Grade

	1st Semester	2nd Semester
Absences:	2	3
Tardies:	0	1

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Marching Band	A	Marching Band	A
Arts-Crafts	A	Arts-Crafts	A
Trigonometry	D	Trigonometry	D
College English II	D	College English II	D
German V	D	German V	D
Typewriting I	B	Typewriting I	B

Year 12th Grade

	1st Semester	2nd Semester
Absences:		
Tardies:		

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade

ASH

STANDARDIZED TESTS

Date	Grade	Scores									
	7										
	8										
NUSER	% tile 8	OD 78	Mech 72	Comp 42	Sci 41	Persuasive 39	Art 20	Lit 24	Music 08	S.S. 32	CI 39
DATE	10	G 45	V 28	N 17	S 48	P 51	Q 63	K 71	F 58	E 68	
SAT	% tile 11	Eng 42	NU Comp 40	Math 30	Math Tot 24	Read 33	Sci Tot 47	Sci A 50	S.S. 40	Spell 50	
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks
	17	1971	United Salvage Yards	Tears down old cars	works summers
	18	1972	United Salvage Yards	Tears down old cars	& after school

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	
8	
9	
10	
11	
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7	College	Undecided	
8	H.S.		
9	H.S.		
10	Quit school	get job	needs lots of work to get job done
11	Quit school	get job	
12			

GLEN OAKS SCHOOL SYSTEM

Cumulative Record

Name BEAKER, John William

Address 9742 Sycamore

Telephone 484-2947

Mother's Name BEAKER, Kathleen Ann

Mother's Occupation Furniture Saleswoman

Male ☒ Female ☐

Birthdate April 24

Birthplace New York, New York

Expected Graduation Date June

Nationality

Father's Name BEAKER, Anstead Donald

Father's Occupation Forester

REMARKS: [Home Condition]

[Health Record]

BEAKER, JOHN WILLIAM

SECONDARY SCHOOL RECORD

Year 7th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	1	1

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Physical Sci. I	C	Physical Sci.I	C
Marching Band	B	Marching Band	B
Consumer Math I	B	Consumer Math I	B
American Govt.	C	American Govt.	C
English I	B	English I	B
Physical Ed. I	B	Physical Ed. I	B

Year 8th Grade

	1st Semester	2nd Semester
Absences:	0	1
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Biology I	C	Biology I	C
Marching Band	B	Marching Band	B
Algebra I	C	Algebra I	C
American Hist. I	C	American Hist. I	C
English II	C	English II	C
Mechanical Dr. I	C	Mechanical Dr. I	B

Year 9th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	1	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Biology II	B	Biology II	B
Marching Band	B	Marching Band	B
Geometry	C	Geometry	B
Sociology	B	Sociology	C
English III	B	English III	C
Mechanical Dr. II	B	Mechanical Dr. II	C

BEAKER

SECONDARY SCHOOL RECORD

Year 10th Grade

	1st Semester	2nd Semester
Absences:	1	1
Tardies:	0	0

REMARKS: _____

_____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Chemistry I	C	Chemistry I	C
Algebra II	C	Algebra II	C
College American Hist.	B	College American Hist.	B
College English I	B	College English I	B
Typewriting I	B	Typewriting I	B
Mechanical Dr. III	C	Mechanical Dr. III	B

Year 11th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	1	0

REMARKS: _____

_____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Physics II	C	Physics II	C
Psychology	B	Psychology	B
College English II	B	College English II	B
Bookkeeping I	B	Bookkeeping I	B
Mechanical Dr. IV	B	Mechanical Dr. IV	B
Trigonometry	C	Trigonometry	C

Year 12th Grade

	1st Semester	2nd Semester
Absences:		
Tardies:		

REMARKS: _____

_____

First Semester		Second Semester	
Subject	Grade	Subject	Grade

STANDARDIZED TESTS

BEAKER

Date	Grade	Scores									
	7										
	8										
KUDER	% tile 9	OD 92	Mech 60	Comp 54	Sci 65	Persuasive 32	Art 12	Lit 26	Music 18	S.S. 29	Cl 34
GATB	10	G 85	V 74	N 52	S 39	P 45	Q 67	K 58	F 42	M 61	
SAT	% tile 11	Eng 90	NU Comp 64	Math 66	Math Tot 68	Read 73	Sci Tot 60	Sci A 74	S.S. 84	Spell 86	
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks
	16	1971	K & D Ranch	Haying	

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	Football
8	Football
9	Football
10	Football, Letterman's Club
11	Football, Letterman's Club
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7			
8	Forestry Degree	Forester	He is taking the courses for a school of forestry
9	Forestry Degree	Forester	
10	Forestry Degree	Forester	
11	Forestry Degree	Forester	
12			

GLEN OAKS SCHOOL SYSTEM

Cumulative Record

Name: BAYFIELD, Alexander Lee — Male ☒ Birthdate: December 27 — Female ☐

Address: 1408 Poplar — Birthplace: Wink, Texas

Telephone: 458-5774 — Expected Graduation Date: June — Nationality:

Mother's Name: BAYFIELD, Miriam Sue — Father's Name: BAYFIELD, Nathan Lloyd

Mother's Occupation: Interior Decorator — Father's Occupation: Architectural Engineer

REMARKS: [Home Condition] Alex is one of the best students in Glen Oaks High

[Health Record]

BAYFIELD, ALEXANDER LEE

SECONDARY SCHOOL RECORD

Year: 7th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
German I	A	German I	A
College English I	A	College English I	A
Algebra I	A	Algebra I	A
American Govt.	A	American Govt.	A
Physical Ed.	A	Physical Ed.	A
Biology I	A	Biology I	A

Year: 8th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
German II	A	German II	A
College English II	A	College English II	A
Geometry I	A	Geometry I	A
World History I	A	World History I	A
Biology II	A	Biology II	A
Mechanical Dr. I	A	Mechanical Dr. I	A

Year: 9th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
German III	A	German III	A
College English III	A	College English III	A
Algebra II	A	Algebra II	A
Sociology	A	Sociology	A
Chemistry I	A	Chemistry I	A
Mechanical Dr. II	A	Mechanical Dr. II	A

SECONDARY SCHOOL RECORD

BAYFIELD

Year 10th Grade

	1st Semester	2nd Semester
Absences:	1	0
Tardies:	2	2

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
German IV	A	German IV	A
College English IV	A	College English IV	A
College American Hist.	A	College American Hist.	A
Trigonometry	A	Trigonometry	B
Chemistry II	A	Chemistry II	A
Typewriting I	A	Typewriting I	A

Year 11th Grade

	1st Semester	2nd Semester
Absences:	2	2
Tardies:	2	1

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
German V	A	German V	A
Trigonometry	A	Trigonometry	A
Psychology	A	Psychology	A
Creative Writing	A	Creative Writing	A
Physics I	A	Physics I	A
Mechanical Dr. II	A	Mechanical Dr. II	A

Year 12th Grade

	1st Semester	2nd Semester
Absences:		
Tardies:		

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade

STANDARDIZED TESTS

BAYFIELD

Date	Grade	Scores									
	7										
	8										
KUDER	% tile 9	OD 29	Mech 34	Comp 98	Sci 82	Persuasive 40	Art 40	Lit 40	Music 38	S.S. 76	Cl 38
DATB	10	G 82	V 54	N 31	S 56	P 49	Q 68	K 72	F 59	M 76	
SAT	% tile 11	Eng 94	NU Comp 89	Math 95	Math Tot 94	Read 95	Sci Tot 98	Sci A 98	S.S. 99	Spell 98	
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks
			none—underage		

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	
8	
9	
10	
11	Cross Country
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7	College	Engineer	
8	College	Engineer	
9	College	Undecided	
10	College	Undecided	
11	College	Engineer or profession	
12			

GLEN OAKS SCHOOL SYSTEM

Cumulative Record

Name BENOLLI, Harold Hover

Male ☒ Female ☐ Birthdate June 30

Address 1487 Chestnut Street

Birthplace Glen Oaks, Buchannan

Telephone 483-7400

Expected Graduation Date June

Nationality

Mother's Name BENOLLI, Claudette

Father's Name BENOLLI, Silvano

Mother's Occupation Keypunch Operator

Father's Occupation Railroad Engineer

REMARKS: [Home Condition] Large family -- all children work hard to achieve and help the family -- no child has yet graduated from high school.

[Health Record]

SECONDARY SCHOOL RECORD

BENOLLI, HAROLD HOVER

Year 7th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
English I	B	English I	B
American Hist. I	B	American Hist. I	B
Physical Sci. I	B	Physical Sci. I	B
Spanish I	B	Spanish I	B
Consumer Math I	B	Consumer Math I	B
Physical Ed. I	B	Physical Ed. I	B

Year 8th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

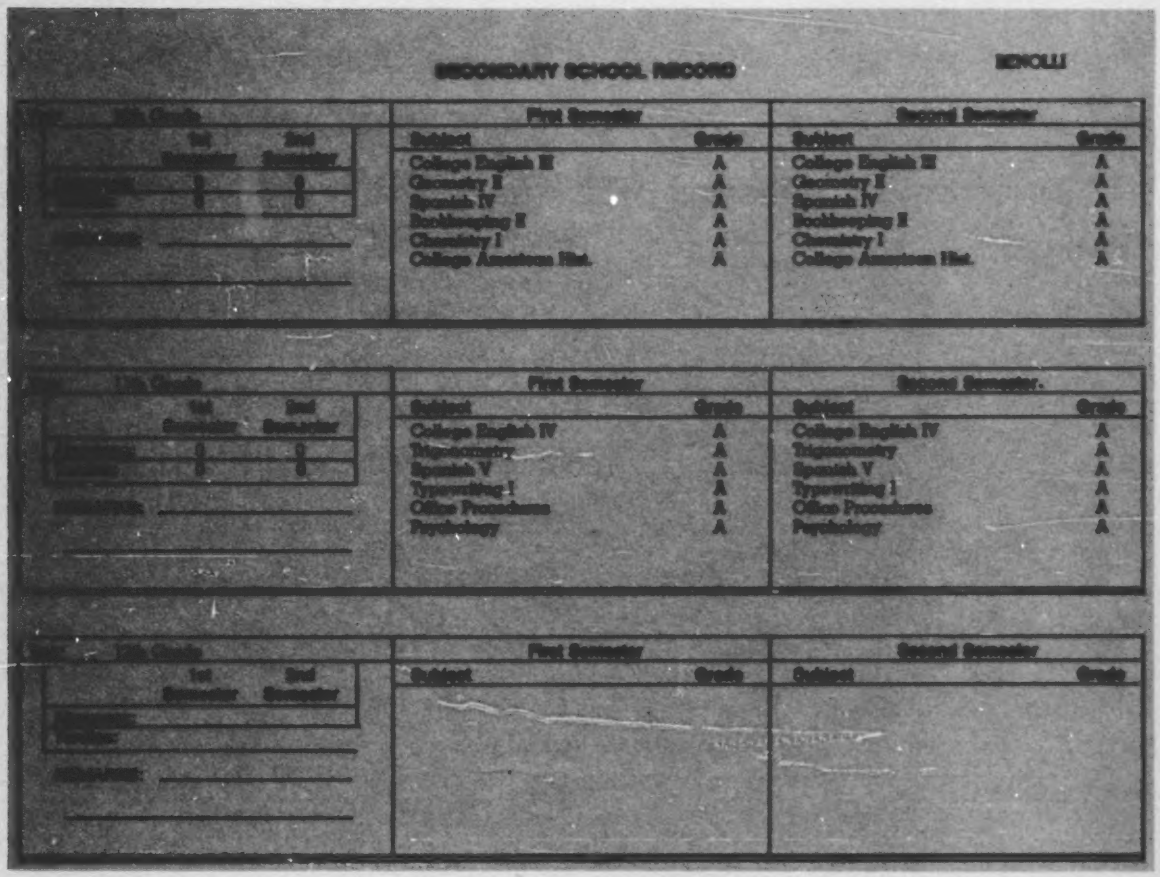
First Semester		Second Semester	
Subject	Grade	Subject	Grade
College English I	B	College English I	B
American Govt.	B	American Govt.	B
Biology I	B	Biology I	B
Algebra I	B	Algebra I	B
Spanish II	B	Spanish II	B
Recordkeeping	B	Recordkeeping	B

Year 9th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
College English II	B	College English II	B
Sociology	B	Sociology	B
Biology II	B	Biology II	B
Algebra II	B	Algebra II	B
Spanish III	B	Spanish III	B
Bookkeeping I	B	Bookkeeping I	B



SECONDARY SCHOOL RECORD

ENROLLI

10th Grade

1st Semester	2nd Semester

First Semester		Second Semester	
Subject	Grade	Subject	Grade
College English III	A	College English III	A
Geometry II	A	Geometry II	A
Spanish IV	A	Spanish IV	A
Bookkeeping II	A	Bookkeeping II	A
Chemistry I	A	Chemistry I	A
College Assistance Hist.	A	College Assistance Hist.	A

11th Grade

1st Semester	2nd Semester

First Semester		Second Semester.	
Subject	Grade	Subject	Grade
College English IV	A	College English IV	A
Trigonometry	A	Trigonometry	A
Spanish V	A	Spanish V	A
Typewriting I	A	Typewriting I	A
Office Procedures	A	Office Procedures	A
Psychology	A	Psychology	A

12th Grade

1st Semester	2nd Semester

First Semester		Second Semester	
Subject	Grade	Subject	Grade

STANDARDIZED TESTS

BENOLLI

Date	Grade	Scores									
	7										
	8										
KUDER	% tile 9	OD 78	Mech 60	Comp 42	Sci 54	Persuasive 25	Art 18	Lit 40	Music 08	S.S. 42	Cl 18
GATB	10	G 56	V 39	N 21	S 49	P 65	Q 59	K 78	F 69	M 73	
SAT	% tile 11	Eng 96	NU Comp 99	Math 96	Math Tot 95	Read 88	Sci Tot 95	Sci A 98	S.S. 86	Spell 99	
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks
Summer	16	1971	D & K Construction	Laborer	
Summer	17	1972	D & K Construction	Trainee—concrete cons.	

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	Football, basketball, track
8	Football, basketball, track
9	Football, basketball, track
10	Key Club, football, basketball, track
11	N.H.S., Key Club, basketball, track-Co-Captain
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7			
8			
9	H.S. diploma	Construction work	
10	H.S. diploma	Construction work	possibility of a scholarship
11	College degree	Ind. Construction Management	State University possibility
12			

GLEN OAKS SCHOOL SYSTEM

Cumulative Record

Name: BEAZLEY, Jane Lee

Address: 2000 Beech

Expected Graduation Date: June

Name of Parent: HENSLEY, Lee Ann

Parent's Occupation: Waitress

[illegible Parent Consulted]

Male ☐ Birthdate: April 20

Female ☒

Birthplace: Glen Oaks, Buchanan

Nationality:

Father's Name: HENSLEY, Winston W.

Father's Occupation: Builder

[illegible Remarks]

SECONDARY SCHOOL RECORD

BEAZZLEY, JANE LEE

Year: 7th Grade

	1st Semester	2nd Semester
Absences:	2	0
Tardies:	3	2

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
English I	C	English I	C
Recordkeeping	C	Recordkeeping	C
American Hist. I	D	American Hist. I	D
Physical Sci. I	C	Physical Sci. I	C
Home Economics I	B	Home Economics I	B
Consumer Math I	C	Consumer Math I	C

Year: 8th Grade

	1st Semester	2nd Semester
Absences:	1	1
Tardies:	1	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
English II	C	English II	C
Typewriting I	B	Typewriting I	B
Reading Laboratory	B	Reading Laboratory	B
American Govt.	C	American Govt.	C
Business Comm.	B	Business Comm.	B
Consumer Math II	B	Consumer Math II	B

Year: 9th Grade

	1st Semester	2nd Semester
Absences:	1	2
Tardies:	1	0

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
English III	C	English III	C
Typewriting II	B	Typewriting II	B
Arts-Crafts I	A	Arts-Crafts I	A
Sociology	C	Sociology	C
Home Economics II	B	Home Economics II	B
Physical Sci. II	B	Physical Sci. II	B

SECONDARY SCHOOL RECORD

BEAZZELEY

Year: 10th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	1	1

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
English IV	C	English IV	C
Typewriting IV	B	Typewriting IV	B
Creative Foods	B	Creative Foods	B
Bookkeeping I	B	Bookkeeping I	B
American Hist. I	C	American Hist. I	C
Concert Choir	B	Concert Choir	B

Year: 11th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Home Management	C	Home Management	C
Bookkeeping II	B	Bookkeeping II	B
Shorthand	B	Shorthand	B
Psychology	B	Psychology	B
Biology I	B	Biology I	B
Concert Choir	B	Concert Choir	B

Year: 12th Grade

	1st Semester	2nd Semester
Absences:		
Tardies:		

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade

STANDARDIZED TESTS

BEAZZELEY

Date	Grade	Scores									
	7										
	8										
	9	CD 30	Math 54	Comp 45	Sci 44	Persuasive 40	Art 64	Lit 31	Music 30	S.S. 60	CI 66
	10	G 82	V 86	N 45	S 36	P 71	Q 65	K 74	F 70	M 72	
	11	Voc Rec 72	NU Comp 76	Math 79	Math Tot 72	Read 80	Sci Tot 81	Sci A 82	S.S. 80	Spell 80	
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks
	16	1972	Ace Cola	Carhop	

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	
8	
9	
10	
11	
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7	High School		
8	High School		
9	High School		
10	High School	Telephone operator	
11	Business or Jr. College	Secretary	
12			

Compare your completed written analysis of the cumulative records with the Model Analysis given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL ANALYSIS

Needs

Physical: No information

Social: No information, except that four students have been involved in group-related extracurricular activities, possibly indicating preference for and enjoyment of group activities. Sports-related activities may indicate teamwork ability.

Emotional: No information. Fact that all students came from families in which both parents work may have significance in terms of their independence or maturity.

Educational: All students except Crystal plan to attend college or go on for further education, and so did Crystal in the 7th grade.

All students except Sheila have gotten excellent grades in previous typing classes.

Generally, their grades are very good in **all** subjects; Crystal's grades started to fall in the 11th grade.

All of the students have high to average SAT scores which indicates a potential for academic achievement at the college level. The grades for all of the students except Crystal are good. Crystal's grades seem to be dropping steadily. Her SAT scores and previous grades seem to indicate that she could be doing better. Her consistently good marks in Art also indicate that she can work well.

Interests

Personal: No hobbies indicated, but four students are active in sports or sport-related activities.

School: Judging by good grades, good attendance records, and extracurricular activities, this is a bright class that enjoys school.

Occupational: All students except Crystal seem to have definite occupational plans; each has a different vocational interest or aspiration.

Five have part-time or summer work experience, but only two of these have experience related to their occupational goals.

The Kuder scores indicate that five of the six students have high mechanical interests. Three of the six have high interests in outdoor activities. Alexander's interest in outdoor and mechanical activities is relatively low, while his interest in social service, science and computational activities is high.

Jane, who plans to be a secretary, has a high interest in clerical as well as art activities. Sheila shares her interest in art activities.

Additional Comments

Sheila does not have any previous typing courses. How did she get scheduled for advanced typing? Mistake?

Need to find out **why** each student is taking this course; Jane wants to be a secretary, but what about the others?

LEVEL OF PERFORMANCE: Your completed analysis should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Analyzing Data Related to Students' Needs and Interests, pp. 18–23, or check with your resource person if necessary.

You may wish to meet with a group of peers, perhaps those who are also taking this module, to share and compare your analyses of the cumulative records of your "students."

Learning Experience III

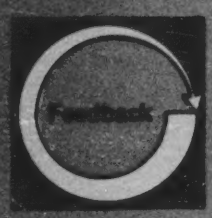
OVERVIEW

After examining the data in the cumulative folder of a hypothetical student, plan for obtaining additional information on the student's needs and interests.

You will be examining the cumulative folder of a hypothetical student, and planning for obtaining additional needed information on the student's needs and interests.

You may wish to construct a questionnaire or checklist designed to obtain needs and/or interests data from students.

You may wish to interview a student or peer concerning his/her interests.



You will be evaluating your competency in planning for obtaining additional data on a student's needs and interests by comparing your completed plan with the Model Plan, pp. 53–66.

Assume that you are teaching an advanced course in clothing and textiles for seniors. Prior to the beginning of the semester, you look through the cumulative folders of your students, and begin making some notes as to the needs and interests of your students to help you in your instructional planning. One of your students is Lee Annette Barry. Read through her folder, which follows, making mental notes as to items of significance.[3] After you have reviewed Lee's folder, **plan in writing** for collecting the additional needs and interests data you think you would need to help you plan effective instruction for Lee. To do this, first note the **information that is already available** in Lee's cumulative folder concerning her needs (physical, social, emotional, and educational) and interests (personal, school, and occupational). Then, decide what **additional information you need** in these areas (information that is missing or needs updating, verification, or explanation). Finally, indicate the **sources or techniques you would use** for collecting this needed data.

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3. Lee's cumulative records were adapted from materials contained in a simulation package developed by The Center for Vocational Education, *The Glen Oaks Simulation* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1974).

GLEN OAKS SCHOOL SYSTEM

Cumulative Record

Name BARRY, Lee Annette

Male ☐ Female ☒

Birthdate June 5

Address 8888 Richfield Drive

Birthplace Glen Oaks, Buchannon

Telephone 483-1142

Expected Graduation Date June

Nationality

Mother's Name BARRY, Margaret

Father's Name BARRY, Phillip

Mother's Occupation County Extension Agent

Father's Occupation Television Announcer

REMARKS: [Home Condition]

[Health Record]

SECONDARY SCHOOL RECORD

BARRY, LEE ANNETTE

Year 7th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS: Excellent student

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Home Economics I	A	Home Economics I	A
Consumer Math I	A	Consumer Math I	A
Physical Sci. I	A	Physical Sci. I	A
English I	A	English I	A
American Hist. I	A	American Hist. I	A
Physical Ed. I	A	Physical Ed. I	A

Year 8th Grade

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	1

REMARKS: Has begun to work poorly—very poor attitude

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Home Economics II	A	Home Economics II	A
Algebra I	C	Algebra I	C
Biology I	C	Biology I	C
College English I	B	College English I	C
American Govt.	C	American Govt.	C
German I	B	German I	B

Year 9th Grade

	1st Semester	2nd Semester
Absences:	3	7
Tardies:	6	18

REMARKS:

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Geometry I	C	Geometry I	C
College English II	C	College English II	C
Sociology	C	Sociology	C
German II	D	German II	D
Biology II	D	Biology II	D
Textiles I	A	Textiles I	A

SECONDARY SCHOOL RECORD

BARRY

Year: 10th Grade

	1st Semester	2nd Semester
Absences:	1	10
Tardies:	8	7

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Algebra II	I	Algebra II	F
German III	D	German III	D
College Academic Hist.	D	College Academic Hist.	D
Chemistry I	D	Chemistry I	D
College English III	F	College English III	F
Textiles II	C	Textiles II	C

Year: 11th Grade

	1st Semester	2nd Semester
Absences:	10	11
Tardies:	12	13

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade
Home Management	C	Home Management	C
German IV	F	German IV	F
Psychology	D	Psychology	D
Chemistry II	F	Chemistry II	F
College English IV	F	College English IV	F
Geometry II	F	Geometry II	F

Year: 12th Grade

	1st Semester	2nd Semester
Absences:		
Tardies:		

REMARKS: _____

First Semester		Second Semester	
Subject	Grade	Subject	Grade

STANDARDIZED TESTS

BARRY

Date	Grade	Scores									
	7										
	8										
KUDER	% tile 9	OD 32	Mech 87	Comp 72	Sci 60	Persuasive 59	Art 17	Lit 20	Music 18	S.S. 20	Cl 34
GATB	10	G 78	V 67	N 52	S 48	M 83	Q 85	K 75	F 71		
	11										
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	
8	
9	FTA
10	
11	
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7	College	Engineer	
8	High School		increasing problems
9			
10			
11			
12			

ANECDOTAL RECORD

Place Observed: Study Hall
Student's Name: Lee Annette Barry
Date: 4/3/71
Incident: Groups preparing to work on projects—3 girls
Time: 1:30 p.m.

Walked in the room alone. Sat by herself. The two members of her group walked over and invited her to join them to prepare for the report. She snapped at them and said she wanted to work alone. Later on she began to work on her part of the report.

Mary Jones

ANECDOTAL RECORD

Place Observed: Chemistry Class
Student's Name: Lee Annette Barry
Date: Basically the entire six weeks (2/72)

While class is in progress, she never pays attention. Always looking through some type of fashion magazine. Gets very angry when asked to put the magazine away and pay attention.

Doris Blake

ANECDOTAL RECORD

Place Observed: School Cafeteria
Student's Name: Lee A. Barry
Date: 6/73

Finally ate a meal with a group of girls and contributed to the conversation. Used utensils in an accepted manner; finished eating before the rest of the group. Offered her remaining cookies to the group. No one wanted them, so she said, "I'll take them and eat them in Algebra class." Put them in her purse.

ANECDOTAL RECORD

Place Observed: Home Management Class
Name: Lee A. Barry
Date: 9/73
Incident: Group preparing the food—2 boys and 2 girls

Washed several utensils; dried them. Chatted with girl on left and boys on right. Smiled several times. Commented about the salad. "At least our fruit has not turned brown." Laughed when one of the boys was cutting an apple, dropped it on the floor. She said, "Pick it up and rinse it off and put it in the salad." Collected and stacked used knives and bowl. Washed them; another girl wiped them. Moved aside to let a boy get water; smiled at him; suggested to the other girl that she " . . . put the lid on the sugar canister before it gets all wet . . . " Picked towel from floor, folded it and hung it on towel rack.

Time: 2:15

At the sink, busy rinsing it with spray. Other group members had walked away. Said: "Come on, you kids, help or we won't get done on time." (No response from group.) Wrung out dishcloth, left it on sink; dried hands on a paper cloth. Sat down. Noticed she had on an apron. Stood. Took it off and placed it in the closet.

Steve Brown

You may wish to try your hand at developing a questionnaire or checklist which you could use to obtain needs and/or interests data from students. If you want to see some samples, you could (1) look at Samples 1 and 2 in the information sheet, Determining the Needs and Interests of Students, (2) look at the samples on pp. 27–29 of the Sylvius and Curry reading suggested in Learning Experience I, (3) check with your resource person for references containing actual or sample instruments, or (4) locate another experienced teacher to review devices he/she has used with students. You might want to assume that you are developing the questionnaire or checklist for use with Lee Annette Barry and gear the items to this student.

To gain practice in discussing interests with students, you may wish to interview an actual student, or peer, concerning his/her hobbies, extracurricular activities, favorite types of books or magazines, etc..

Compare your written plan with the Model Plan given below. Your plan need not exactly duplicate the model; however, you should have covered the same major points.

MODEL PLAN

Student's Name Barry, Lee Annette **Date** September, 1975

Information Available in Cumulative Folder

Needs

Physical: No information given

Social: Anecdotal records seem to indicate that Lee prefers to work alone except in activities dealing with home economics, and that she does not participate regularly in class activities. FTA is the only extracurricular listed. No indication of whether she had any leadership responsibilities in FTA.

Emotional: Anecdotal records seem to indicate that Lee has a temper which she finds hard to control. Evidence is conflicting on whether she needs to be a "loner," or doesn't know how to work with others, or has some other problem affecting her interpersonal relationships.

Educational: At present Lee has no plans for further education, but in the 7th grade she was interested in attending college. No indication of what she aspires to be. Made failing marks in college preparatory courses (algebra, German, chemistry, geometry, and College English). Did do well in above subjects in 7th grade, but after 7th grade her course marks dropped except in home economics and related subjects. Her grade in textiles dropped from an "A" in the 9th grade to a "C" in the 10th grade. Counselor noted that Lee in the 8th grade was having "increasing problems."

GATB scores indicate she's got good general potential, and particularly good potential in motor and manual skills.

Interests

Personal: No information except the one reference to her reading fashion magazines in class.

School: Lee is taking college preparatory courses, but does her best work in home economics subjects. No extracurricular activities listed except FTA in the 9th grade. Anecdotal records indicate she's most involved and motivated in home economics classes.

Occupational: Kuder scores indicate a high interest in mechanical activities and computation, and a relatively high interest in science and persuasive activities. In the 7th grade she wanted to be an engineer. No work experience listed.

Additional Information Needed	Sources or Techniques for Collecting Data
Needs	
Physical: Should get a medical history on her to see if there is some physical explanation for the sudden drop in grades and motivation after the 7th grade.	Consult with school nurse; could also talk to Lee's parents.
What is her home environment like? Is there anything there that could be affecting her emotionally or physically in terms of her occasional bad temper and drop in grades?	Talk to parents. Visit her home.
Social: Does Lee prefer being alone? What kinds of relationships with others does she have outside of school?	Talk with Lee and her parents. Perhaps a checklist or questionnaire, administered to the whole class, could get at the kinds of activities (individual or group) Lee would prefer.
Did she have any leadership role in FTA?	Consult with FTA advisor.
Emotional: What "increasing problems" was the counselor referring to? Any relationship to above questions?	Consult with counselor.
Educational: Were Lee's "increasing problems" emotional or educational or both?	Counselor
Does she still want to attend college?	Talk to Lee; perhaps a class questionnaire covering future plans.
She did well in Textiles I; grade dropped in Textiles II—why? What content has she mastered?	Consult with former teachers; Check records in vocational department.
Grades in home economics classes are consistently passing. What kinds of activities or learning experiences were provided there; what motivates Lee?	Consult with teachers; check records in vocational department.
Other grades are poor after the 7th grade, yet GATB scores indicate good potential. What is Lee's ability to learn? What is her general and specific level of achievement in areas like reading and math?	See counselor about administering an intelligence test, and either a survey or diagnostic achievement test—no such tests are listed in her cumulative folder.
Interests:	
Personal: What are Lee's hobbies? How does she spend her free time? Does she read fashion magazines outside of school too?	Talk to Lee; perhaps a class questionnaire. Might ask her parents, too.
School: Any extracurricular activities other than FTA?	Talk to Lee.
What interests Lee most about her home economics classes?	Talk to Lee.
Occupational: What does Lee want to do when she gets out of school? Does she want to be a teacher? Any interest in fashion design?	Consult counselor about administering OVIS; talk to Lee; class checklist or questionnaire.
Has she had any work experiences, summer or part time, especially any related to clothing and textiles.	Check records in vocational department; talk to Lee.

LEVEL OF PERFORMANCE: Your completed plan should have covered the same **major** points as the model. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Determining the Needs and Interests of Students, pp. 6–12, revise your plan accordingly, or check with your resource person if necessary.

NOTES

Learning Experience IV

FINAL EXPERIENCE

In an actual school situation,* determine the needs and interests of students.

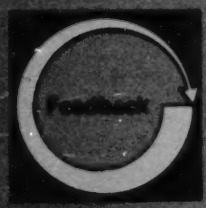
As you conduct your teaching activities, determine your students' needs and interests, individually and as a group. This will include—

- gathering information about your students' needs and interests from a variety of sources
- analyzing and recording the data in usable form for future use in instructional planning

NOTE: Due to the nature of this experience, you will need to be in an actual school situation over an extended period of time (e.g., four to six weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

If your school situation makes it impossible for you to examine students' cumulative folders, arrange with your resource person for acceptable alternate activities.



When you have completed the above activities, arrange to have your resource person review your documentation. Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, p. 59.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in determining the needs and interests of students.

*For a definition of "actual school situation," see the inside back cover.

NOTES

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TEACHER PERFORMANCE ASSESSMENT FORM

Determine Needs and Interests of Students (B-1)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

In determining students' needs and interests, the teacher:	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
1. located and reviewed available information in the central office, the guidance office, and the vocational department	☐	☐	☐	☐	☐	☐
2. analyzed these data in terms of the individual and group needs and interests of the students	☐	☐	☐	☐	☐	☐
3. arranged with the guidance office for the administration of standardized tests (e.g., Kuder, GATB), if necessary	☐	☐	☐	☐	☐	☐
4. arranged with the guidance office for help in interpreting standardized tests scores, if necessary	☐	☐	☐	☐	☐	☐
5. determined what additional information was necessary, and obtained these data through:						
a. the use of questionnaires and/or checklists administered to students	☐	☐	☐	☐	☐	☐
b. encouraging students to discuss their needs and interests	☐	☐	☐	☐	☐	☐
c. interviews with parents	☐	☐	☐	☐	☐	☐
d. consultation with other staff members (e.g., former teachers, counselor)	☐	☐	☐	☐	☐	☐
6. analyzed and interpreted the data in preparation for use in instructional planning	☐	☐	☐	☐	☐	☐
7. recorded in usable form all information obtained for each student, and for the class as a whole	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak areas.

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do not have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may substitute for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to supplement and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was not applicable to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

- Student Guide to Using Performance-Based Teacher Education Materials
- Resource Person Guide to Using Performance-Based Teacher Education Materials
- Guide to the Implementation of Performance-Based Teacher Education

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For information regarding availability and prices of these materials contact—

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